



Newark Teacher Induction Program
Observing for Conditions for Learning

To the Mentor: To see your Candidate in action, interacting with the students, and implementing instructional strategies, schedule a 20-30 minute observation session in their classroom. Prior to this observation, have a conversation about the areas to be observed. You may share this document with them. Request a lesson plan to inform you of the lesson objectives, activities and possible areas of focus.

Check all the conditions observed during this lesson:

	Teacher Creates Effective Environment
	Balances direct instruction, group work, and/or independent work.
	Provides adequate wait time.
	Provides for student choice.
	Validates and affirms multiple perspectives regarding learning and speaking styles and for conflict resolution.
	Seeks student explanation for the cause of off-task behavior prior to redirection.
	Redirects off-task behavior respectfully and constructively.
	Presents positive consequences more frequently than highlighting negative consequences.
	Teacher Delivers Lesson
	Clearly supports content objectives throughout the lesson
	Clearly explains academic tasks
	Consistently uses scaffolding techniques (props, pictures, charts, realia, graphic organizers, etc.)
	Checks for understanding throughout the lesson (thumbs up/down, choral response, signal cards, whiteboards, etc.) to monitor student progress and assess student comprehension.
	Uses instructional resources including technology devices
	Uses meta-cognitive strategies to ensure comprehension: think-aloud, graphic organizers, study guides.
	Presents explicit task in steps and outcomes: Orally, Visually, Written
	Directs instruction to a wide range of students (gender, race, ethnicity).
	Clearly states or writes the Common Core State Standards, or Next Generation Science Standards or California English Language Development standards.



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Teacher Utilizes Positive Behavior Support Strategies	
	Develops and implements consistent rules and procedures.
	Plans for transitions.
	Cues students non-verbally.
	Obtains students' attention before giving directions or explanations.
	Moves about the room, increasing presence where problems may occur.
	Uses calm, quiet voice.
	Reinforces positive behaviors.
Teacher Differentiates the Learning Process	
	Differentiates lessons appropriate to student language levels.
	Uses standards-aligned instructional materials and resources during the lesson
	Makes accommodations and modifications based on assessed student needs
Teacher Facilitates Interaction	
	Designs opportunities for frequent interaction and discussion between teacher/student and among students that promote higher-order thinking skills (e.g., literal, analytical, and interpretive)
	Configures student groups to support language and content objectives of the lesson.
	Consistently provides sufficient wait time for student responses.
	Ensures that at least 50% of the academic talk is by students.
	Groups students to work collaboratively with defined roles and/or guidelines.
	Requires students to express understanding of directions / content/ procedures
	Engages students in academic talk
	Facilitates student-led discussion and questioning

Additional Comments / Evidence:

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